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ABSTRACT

The document is divided into two approximately equal sections: The first is the annual report on the career education effort in Iowa in 1973; the second is devoted to the reaction of the State Board of Public Instruction to the Council recommendations for 1972. The two sections are divided by a page listing actions which were taken in Iowa to implement the council recommendations contained in the 1972 report. The 1973 report is composed of four summarized council observations of needs and four recommendations; the sequencing of the recommendations is intended to suggest an order that might be adopted for logical, universal implementation of the career education concept. The four recommendations are: (1) that a State definition for the term "career education" be developed; (2) that a plan be developed to coordinate efforts to infuse the concept in all teacher and administrator preparation programs; (3) that State curriculum guides be rewritten to include the career education concept; and (4) that a State coordinating committee develop a plan encouraging universal implementation of the concept. The second section lists the council's 1972 recommendations with a paragraph of comment by the State Department of Public Instruction following each of the 29 recommendations. (AJ)

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Iowa
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1973 REPORT ON THE CAREER EDUCATION EFFORT IN IOWA

Prepared by

STATE OF IOWA
CAREER EDUCATION
ADVISORY COUNCIL

DECEMBER 1973

CE004547

Iowa

a place to grow

Career Education Advisory Council

Executive Hills • 1209 East Court • Des Moines, Iowa 50319 • 515/281-3722

Robert Kiser
Chairman

HARLAN E. GIESE
Executive Director

November 5, 1973

Mrs. Virgil E. Shepard, President
Iowa Board of Public Instruction

Dr. John Ottina, Commissioner
United States Office of Education

Mr. James Rhodes, Chairman
National Advisory Council on Vocational Education

Madam and Gentlemen:

The attached report has been prepared to fulfill the legal requirements for this State Advisory Council to prepare an annual report on the career (awareness, exploration, and vocational) education effort within Iowa.

Earlier efforts by the Council were directed toward a comprehensive assessment of progress made toward implementing all of the elements of the 1963 Vocational Education Act as amended in 1968. This resulted in voluminous reports with a profuse number of recommendations. Educators experienced difficulty in implementing the numerous recommendations in one year. For this reason the Council decided to prepare this annual report on one part of the 1968 Vocational Amendments. This would provide a better opportunity for educators in Iowa to fully implement the recommendations contained in the report.

The Council expended its efforts this year to reviewing pre and in-service teacher preparation activities directed toward implementing the career education concept.

This report reflects the observations and conclusions reached by Council members based on field visits, review of recent literature on education, and the review of statistical information.

Sincerely,

Robert H. Kiser

Robert H. Kiser, Ed. D., Chairman

Harlan E. Giese

Harlan E. Giese, Executive Director

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STATE OF IOWA

CAREER EDUCATION ADVISORY COUNCIL

1973 ANNUAL REPORT

Introduction

The Council, in its planning of activities for the period from July 1972 through June of 1973, decided it would be appropriate to visit the three state universities to identify efforts expended by those institutions toward redirecting pre-service teacher preparation and in-service programs for teachers to the career education concept. The rationale for this decision was based on the assumption that implementation of the career education concept in local and area schools would never be wholly accomplished by the school systems of the state unless the classroom practitioners, administrators, and board members were prepared to refocus current instructional offerings and planned new offerings to foster the career education concept.

During this past year the Council conducted ten meetings, three of which were located at the three state universities. During each of these one day visits the Council members communicated with a total of forty different faculty members, department heads, and deans of the colleges of education. The Council members also visited with eighty-seven students who held junior, senior, or graduate standing in the three schools of education. The Council also visited with two of the three university presidents and in the third school visited with the president's administrative aide. It is

recognized by the Council that during these visits they were exposed to a small sample of each universities total teacher education staff and student body. The Council has also considered statistical information available from numerous sources. The Council recognizes that it has not reviewed all of the statistical information available. The comments made to the Council members by faculty, students, and administration appeared to be candid and honest. Statistical information that was reviewed by the Council tended to deal with the "larger issues" rather than minute details. Considering the above limitations and strengths, the Council believes the comments contained in this report are a true reflection of conditions as they exist in Iowa.

The Council recognizes the excellent cooperation received from personnel at the three state universities in arranging for the three visits, and wishes to express its appreciation for the valuable time spent by faculty, administration, and students in making their views known to the Council members.

Format of the Report: The Council based its recommendations on what appeared to be the most logical steps of procedure that might be used to effect universal implementation of the career education concept. The sequencing of the recommendations is intended to suggest an order that might be adopted for logical implementation of the concept.

Council Observations and Recommendation 1

From 1969 through June of 1972 this Council has implemented a field visit schedule in which it has visited with students, teachers, administrators, and

board members from local, area, and county school systems in addition to hearing the views of other persons concerned about education at the public hearings conducted by the Council. During these field visits the Council has observed that, in some of the schools visited, segments or elements of the career education concept are being implemented as independent units. It has also become abundantly clear that there is extensive and gross misunderstanding about the term career education.

The most universal concern expressed to the Council while on the campuses of the three state universities by students, faculties, and administration is the need for a comprehensive and understandable definition for the term career education. Much confusion is generated by publications such as the Iowa Career Education Handbook which states, "In Iowa, Career (vocational) education attempts to serve all phases . . ." (Page v). This statement carries the clear implication that the terms career and vocational are synonymous. This document further states:

> Career Education is the sequence of career development experiences, beginning in early childhood and continuing through adult life, that prepares individuals for present and future career opportunities. These experiences are offered through various programs, services, and activities which are designed and implemented to assist youth and adults develop occupational competencies and attitudes which facilitate employment and/or advancement in an occupation and which will result in meaningful career development. (P.1)

While this latter statement approaches greater comprehensiveness the two apparently conflicting statements, found in one publication, create great

confusion and even some hostility among professionals employed by the universities. The latter definition also exhibits the shortcoming of using the term being defined in the definition. It might be well to add, that Council members found evidence of the same kind of confusion about the term on the part of local and area school personnel and the lay public during their earlier visits throughout the state.

In an effort to emphasize the magnitude of the problem generated by the lack of a clear and comprehensive definition of ther term career education we wish to report several Council observations gleaned from the three visits this year.

- Large numbers of faculty and students with whom the Council met held the opinion that the terms vocational education and career education are synonymous.
- Some academic discipline teachers feel that the career development concept has no place in their studies.
- Some professors with whom the Council met feel threatened and/or concerned about what they refer to as the "anti-intellectual implications of the career development process."

We must note in this report that the Council has met on several occasions with some of the staff of the Department of Public Instruction and has concluded that those professionals involved in the discussion do believe in the comprehensive scope of the term career education. The Council is also aware that numerous other Department of Public Instruction professionals have attended workshops, conferences, and seminars devoted to the broad scope of the career education concept and the Council assumes that large numbers of the Departmental staff understand the broad meaning of the term career education.

On August 7, 1973 the Council chairman wrote a letter to Superintendent Robert Benton calling to his attention the need for broad involvement in the creation of a comprehensive definition of the term career education. The Council believes so strongly in the need to reform education to pragmatism and relate instruction to the real world through the career education vehicle that it is compelled to recommend the State Board adopt a policy specifying that:

1. A State definition for the term Career Education be developed by June 1974 which is applicable to all levels of education and understandable by the lay public. This definition should be developed by a broadly based group of knowledgeable persons representing all levels of education, business, industry, the legislature, and the general public.

Council Observations and Recommendation 2

The remainder of the report will deal with observations and recommendations the Council has developed, based on this past years field visits. Since the term career education will be used in the remainder of the report it is necessary that the Council define the term for purposes of this report. Policy boards and administrators are advised against adopting this definition since it is Council opinion that unless the diverse segments of education, business, industry, the legislature, and the general community are involved in formulating the definition it will not be sufficiently broad to encompass all of education.

Career Education Defined: Career Education is a movement to inject greater efficiency and relevancy in the educational process so that the products of the educational system are capable of functioning more effectively in adult

life. It implies the need for greater humanism and pragmatism to be injected into existing instruction at all grade levels to prepare each individual to:

- develop greater self realization of his own talents and abilities and positive self image
- achieve a higher level of competence in practicing effective human relationships
- become more active in knowledgeably discharging his civic responsibility
- be more effective in personal economic efficiency by possessing knowledge on a broad spectrum of clusters of occupational choices available and knowledge of his talents, abilities, and motivation for different classes of work. Vocational education is the job preparation component for personal economic efficiency. The individual also needs to possess competencies to make effective use of his financial resources.

Organized Efforts: The Council is aware of several functioning university based, vocationally funded, pilot projects to provide in-service training of elementary and secondary teachers to refocus instruction to the career education concept. These projects involve only certain departments within the college of education. In addition to the funded projects to redirect instruction to the career education concept, the Council is aware of at least one university humanities department that is proceeding on its own to redirect the preparation of teachers through a more pragmatic approach to teaching the subject matter. In addition the Council has observed that several of the various

departments or colleges of the universities visited have included in their "methods of teaching" courses, techniques which would be compatable with the career education concept.

In the winter of 1973, a number of faculty at Iowa State University proposed a discussion paper directed toward the development of a model for research and development in career education. The major components of this model were personnel requirements, instructional models, evaluation, and materials development. The major elements of the paper were discussed with officials from the U.S.O.E. in February. As a result of that discussion the development of the paper into a proposal was deferred until such time that a clear direction for career education policies at the national level can be determined.

During this past year the Department of Public Instruction funded a retreat for the teacher education faculty of the University of Northern Iowa. The purpose of the retreat was to discuss the feasibility of implementing the career education concept in all teacher education activities within the University of Northern Iowa.

During this past year the Department of Public Instruction conducted a Teacher Education, Career Education seminar. The purpose of this effort was to generate interest on the part of key personnel in teacher education colleges of the three state universities and the twenty-six private colleges in Iowa toward the preparation of teachers who could implement the career education concept in their teacher preparation programs. Additional conferences or other types of organized follow-through activities are not planned. It may be well to note that approximately one-half of the teachers prepared in the state annually are prepared by the private colleges and universities.

The State Plan for Career Education: A review of the State Plan reveals that while the document is entitled, "The State Plan for Career Education," Table 8 (Actual and Projected Demand for Vocational Education Personnel Preparation and Development) deals only with the preparation of vocational teachers.

Various components of Table 3 and 6 of the State Plan for Career Education refer to the pre and in-service training needs of teachers and counselors to implement the awareness, exploration, and job preparation phases of the Career Education Concept. Included in these tables are projections for expenditure of funds and training output from both the Vocational Education Amendments of 1968 and the Education Professions Development Act.

Table 8 is the summary table listing all expenditures to be made to implement the career education (based on the State Plan title) concept. It would seem appropriate to have future state plans recognize, in Table 8, funds which are planned to be expended for awareness and exploration teacher education activities in addition to those expended for vocational teacher preparation.

Advisory Assistance: In order to assist in the indentification of priorities for the expenditure of EPDA funds a Cadre for Professional Personnel Development has been organized. Membership in the "Cadre" consists of educators from public and private colleges and universities and from local and area schools. This effort has undoubtedly been of notable assistance in determining how the limited EPDA funds could be best expended.

Memorandums of Agreement: In recent years, methods for identifying responsibilities for provision of vocational teacher preparation services have shifted from a system of having numerous memorandums of agreement with departments within each university to that of developing one "unified agreement" for each

university with the various departmental responsibility identified within the unified agreement. The Council sees this as a commendable move since the unified agreement would tend to precipitate greater involvement of each dean of the college of education (or equivalent administrator) in vocational teacher preparation as part of his total teacher preparation responsibility.

Conclusions: The previously reported activities reflect a plan by the Department of Public Instruction to develop cooperative interrelationships between public and private colleges and universities within the state to implement the provisions of various congressional acts. These efforts could serve as a firm foundation for future activities leading to the universal implementation of the career education concept in all pre-service and in-service teacher education activities. For this reason the Council recommends the State Board adopt a policy specifying that:

2. A plan be developed by June 1974 to coordinate the efforts of all universities and colleges in the state to infuse the career education concept in all undergraduate and graduate school teacher and administrator preparation programs.

Council Observations and Recommendation 3

A review of curriculum guides available in the Department of Public Instruction reveal that there presently are few curriculum guides available which orient existing instruction to the career education concept. Three Council observations, based on University visits, reveal the need for the publication of curriculum guides which focus on the career education concept.

- One of the students had completed her student teaching at a community school. That school is involved in a career education pilot project called "Schools Without Walls".

She reported that there was no apparent effort to relate the academic instruction to the work orientation portion of the pilot project.

- "Methods" courses at the universities have emphasized the career development concept on an optional basis, however, there is a lack of prepared instructional materials with a career development focus.
- The problem of implementing the career concept requires the involvement of all teachers since the counselor, by himself, cannot make students aware of the large numbers of options available to them.

Summer Workshop: The Council is aware that a summer workshop was conducted which was part of the Iowa Career Education Project. The workshop provided an opportunity for teachers who were involved in the project to write curriculum guides applicable to grades K through 12.

State Plan Contents and Resultant Activities: Table 3 of the 1973 State Plan for Career Education reports that financial resources will be committed to the development and dissemination of curriculum guides for the employment fields of agriculture and office occupations.

As this report is prepared the total project study for office occupations has not been printed. The study identified competencies needed by office workers in nine occupational categories based on the frequency of use of the competencies. This study will yield a curriculum guide for office education instructors which is based on analyses of job skills required of workers in nine office occupations. The study also holds the potential for excerpting selected elements to be used to develop curriculum resource units or guides for implementation of the awareness and exploratory phases of the career education concept.

The second curriculum study focused on the development of a curriculum guide based on competency studies of thirty-five occupations found in production and off-farm agricultural occupations. The guide was developed for use in agriculture programs found in grades seven through twelve. The format adopted for the guide allows for the extraction of instructional units and identification of resource materials that could be used in the awareness and exploration phase of implementing the career education concept.

Conclusion: The Council is of the opinion that recent efforts toward curriculum guide revisions are commendable, however, it is the opinion of the Council that these efforts should be continued and expanded. For this reason the Council recommends the State Board adopt a policy specifying that:

3. The remaining, unrevised, State curriculum guides be rewritten by June 1975 to include the career education concept. These new curriculum guides should be reproduced for distribution to elementary, secondary, and area schools, and regional media centers, and should be placed in university and college curriculum laboratories for reference.

Council Observations and Recommendation 4

Summer Workshop: A one week summer workshop was conducted at Iowa State University for school administrators and college department heads and professors for the purpose of developing an awareness of the career education concept and identifying methods of implementing the concept in local schools, area schools, and colleges and universities. This seminar was attended by 38 persons, mostly from local school systems. Another two day conference on career education was offered which included representation from 32 counties in the

state. The number of local school systems or colleges represented is unknown at the time of preparation of this report. Considering that there are 451 local school systems in the state a small percentage of all schools were represented at these conferences.

Other Teacher Education Activities: While colleges and universities (both public and private) are generally recognized as the major agencies within the state that offer opportunities for pre-service and in-service education of teachers, many other education related organizations have been active in providing for in-service education of teachers. These agencies include county, local, and area school systems. Some of these efforts were funded by the State Department of Public Instruction utilizing funds from the Education Professions Development Act, the guidance portion of the Elementary Secondary Education Act, and from other sections of the Vocational Education Amendments of 1968.

The Council believes the diversity of approaches expended toward the implementation of the career education concept by the Department of Public Instruction is commendable.

Legislative Efforts: During this past legislative session the Department of Public Instruction included in their total budgetary askings for career education, a request for $350,000.00 which the Council assumes was to be used to implement the career education concept through redirection of university and college pre-service training of teachers and for the in-service retraining of teachers already employed. The Council believes that the request for an appropriation for this purpose is commendable and encourages legislative passage of such an appropriation for that purpose in the near future.

Conclusion: Annually over 5,000 persons graduate from Iowa institutions of higher education with certificates to teach. Over 2,000 of this number are

employed in Iowa. During the 1971-72 school year nearly 41,000 professional personnel were employed by the elementary and secondary public schools in the state. For this reason the Council recommends the State Board adopt a policy specifying that:

4. A working state coordinating committee be activated by June 1974 to develop a plan which will encourage universal implementation of the career education concept in all schools in the state, including elementary, secondary, and area schools and the public and private universities and colleges.

ACTION ON COUNCIL RECOMMENDATIONS CONTAINED IN FISCAL YEAR 1972 REPORT

The recommendations contained in the Council's 1972 Annual Report included some items which were under implementation consideration. The Council recommendations in these cases were intended to provide support for the concept. Other recommendations by the Council were developed based on Council observation of need for improvement or change. Other Council recommendations called attention to needed changes at the National level. The Council is not able to determine at this time whether action is being taken on these latter recommendations.

Following is a list of actions which have been taken in Iowa to implement the Council recommendations contained in the 1972 Council Report.

- The Iowa Board of Public Instruction implemented a priority funding policy for new programs to be offered by area schools.
- Labor market needs were considered as one factor in establishing a priority listing of new area school vocational programs that would be funded.
- The Iowa Education Broadcasting Network is participating in a consortium with numerous other state networks to focus instructional television programs toward the career development concept. Some persons involved in Iowa career education pilot projects are advising the I.E.B.N. staff in this matter.
- The regional education media centers are depositories for curriculum materials developed by the Iowa Career Education Project.
- A bill requiring the implementation of career awareness, exploration, and job preparation in all elementary and secondary schools was passed by the Iowa Senate in the last session of the legislature and is presently under study in the House Committee on Education.
- Efforts have been expended to include student assessment of program quality as part of the Career Education Need Information System. To date, exployer opinion of program quality, based on student performance, is not being implemented.
- A public information project on career education involving 24 television stations and 50 radio stations was aired from February 15 through August 15, 1972.
- Residents of Iowa continue to attend any area school of their choice.
- College parallel, occupational option, (programs that provide employment skills by time of program completion) students are now being followed-up. One area school is developing a proposal for a grant to implement a pilot effort to follow-up arts and science students. This could result in a system that could be used to follow-up arts and science students in all area schools.
- The State legislature provided a special capital fund appropriation for each year of the biennium for equipment replacement.

Following is the reaction of the State Board of Public Instruction to the Council recommendations for FY '72. The reader will be able to determine for himself from these responses the degree to which other Council recommendations might be implemented.

STATE OF IOWA
DEPARTMENT OF PUBLIC INSTRUCTION

Supplementary Comments to the Career Education Advisory Council 1972 Report on the Vocational Education Effort in Iowa

The Advisory Council 1972 Report on the Vocational Effort in Iowa seeks to evaluate the implementation of the State Plan which was developed and reviewed by department personnel, presented at a public hearing, approved by the State Board of Public Instruction, and reviewed at regional and federal levels.

Upon reviewing the 1972 report, several recommendations are found to be most pertinent; others are already being implemented; and some are considered to be inappropriate. Some statements are subject to varying interpretations, need delineation, or may be inaccurate.

It is suggested that a report such as this might rank recommendations according to a suggested priority for accomplishment. The size of the report might also be reduced while retaining essential explanatory text, summaries, and recommendations. Specific statements in the report which are questioned as well as response to each recommendation are included in the following discussion.

COMMENTS, PAGES 4-25

In the Advisory Council's definitions of career education, the development of an awareness of the world of work is emphasized, whereas little attention is given to the concept of the development of an awareness of self. A broader, more comprehensive point of view could be expected, which would include awareness of self and the relationship of careers to both personal and societal values and goals. Senior high schools and area schools may be viewed as contributing more than specialized skills to the career education spectrum.

Reference is made on pages 9 and 10 that federal regulations prohibit the use of Part "C" research funds on the same topic for more than one effort. In addition, a statement on page 25 indicates that on-going funding for continuation of the labor market needs portion of CENIS is not possible. Public Law 90-576 does not appear to include the restriction that Part "C" funds may not be used for continuation of funding on the same topic.

Paragraph 3, page 25, implies that the state should designate which districts should operate programs in order to meet labor market needs. To

be effective, program planning must originate at the local level, whether secondary school district or area school. One district, operating independently, may not be able to offer a needed program. If districts combine their efforts or cooperate with their respective area schools, they can often obtain more effective use of their available resources.

COMMENTS ON RECOMMENDATIONS, PAGE 27

The Council recommends that:

1. STATE FUNDING BE SOUGHT FOR CONTINUATION OF THE LABOR MARKET NEEDS SURVEY PORTION OF THE CENIS PROJECT AND THAT, SINCE THIS KIND OF DATA WOULD BE USEFUL TO MANY ORGANIZATIONS WITHIN THE STATE, THE PROJECT SHOULD BE COORDINATED BY THE STATE COOPERATIVE AREA MANPOWER PLANNING COUNCIL.

   If the State Cooperative Area Manpower Planning Council were to coordinate the labor market needs survey, as recommended, responsibility for implementing activities and coordination would need delineation. Three other components (labor supply or training output, student interest, and student follow-up) are included in CENIS along with an interface of the four components. The anpropriateness of collection of these data by CAMPS is questioned.

2. THE U.S. OFFICE OF EDUCATION TAXONOMY CODING SYSTEM SHOULD BE REVISED TO REFLECT THE FIFTEEN OCCUPATIONAL CLUSTERS THAT HAVE BEEN IDENTIFIED BY THE U.S. OFFICE OF EDUCATION, AND THE STATE PLAN FORMAT SHOULD BE REVISED TO REFLECT THE REPORTING OF EMPLOYMENT NEEDS, ACCORDING TO THE FIFTEEN OCCUPATIONAL CLUSTERS.

   The taxonomy coding system is based on the Dictionary of Occupational Titles and occupations while the U.S.O.E. clusters are based on functions rather than on delineated occupations. A cluster approach would not lend itself to an occupational classification system because of the overlap of occupations between clusters. For these reasons, this recommendation may not be feasible. The U.S.O.E. could be requested to consider the development of a method to correlate the two systems.

3. PRIORITY BE GIVEN TO DEVOTING ADDITIONAL EFFORT TO ENCOURAGE SECONDARY SCHOOL SYSTEMS THAT HAVE HIGH DROP-OUT RATES AND WHOSE GRADUATES ARE EXPERIENCING HIGH RATES OF UNEMPLOYMENT, TO IMPLEMENT VOCATIONAL PROGRAMS KEYED TO LABOR MARKET NEEDS.

   It may be possible to reduce dropout rates and increase youth employment through vocational programs keyed to labor market needs as recommended. Recognition of many facets of the problem indicates preparatory programs keyed to labor market needs are not the total solution.

4. FUTURE STATE PLANS BE PREPARED IDENTIFYING PRIORITIES FOR NEW PROGRAMS AND PROGRAM EXPANSIONS, BASED ON DIFFERING PLATEAUS OF POTENTIAL FUNDS.

Listing priorities for new programs and program expansions by plateaus of potential funds may have possibilities. This would require expansion of the projection efforts on the part of all school corporations and more definitive information not now available.

5. WHEN PLANNING FOR NEW PROGRAM STARTS, PRIORITY BE GIVEN TO BALANCING THE OFFERING, KEYED TO LABOR MARKET NEEDS, ALONG THE SEVEN OCCUPATIONAL CATEGORIES, UNDER WHICH CURRENT STATE PLAN IS DEVELOPED.

Local educational agencies are encouraged to plan new program starts in line with priorities set up in the State Plan in relationship to labor market needs. The balancing of new program starts along the seven occupational categories depends on the desire of the local educational agency to conduct specific programs and the feasibility of doing so.

COMMENTS, PAGES 28-36

That career orientation activities exist as "discrete" units in elementary schools throughout the state, page 28, is questioned. Exemplary project schools integrate career orientation activities into ongoing curricula. This has been the emphasis through teacher in-service activities in funded career awareness and exploration programs.

The figures used in Table 3, page II-31 of the 1972 State Plan, may be misinterpreted. Under the heading Level of Program, we find Secondary which is divided into grades 9-12 and 8 and below. According to Federal guidelines, secondary includes grades 7-12. The figures given include only programs reimbursed through Public Law 90-576 in grades 7-8 and 9-12. Council interpretation given on page 29 includes grades K-8, which does not coincide with the table. Developments indicate the projections in this table to be far too low, as the Council indicated.

Previous Federal statistical reporting formats did not provide for the identification of assessment and exploratory services provided to students in the lower elementary grades. Present reporting procedures allow the inclusion of K-6 data on funded projects through the use of parentheses. At this time, total impact of such programs has not been measured.

COMMENTS ON RECOMMENDATIONS, PAGE 37

The Council recommends that:

1. EARLY EFFORT BE EXPENDED TOWARD DEVELOPING AND IMPLEMENTING A PLAN TO INFUSE THE FINDINGS AND RESULTS FROM THE EXEMPLARY PROJECTS INTO ON-GOING PREPARATORY TEACHER EDUCATION PROGRAMS.

Exemplary project proposals do not specifically identify efforts toward infusing project results into ongoing teacher education programs, as the Report points out on page 32. Teacher educators have been involved as steering committee members and consultants since the inception of the projects, Models for Precareer Education in Iowa and Models for Secondary Career Education in Iowa. The importance of incorporating project results into teacher preparation curricula is recognized, but much of the responsibility for such incorporation lies with the individual teacher training institutions. Materials, techniques, and suggestions resulting from the projects will be distributed to each institution for adaptation to its curriculum.

2. A STATE CLEARINGHOUSE BE ESTABLISHED TO CATALOGUE AND DISSEMINATE IDEAS, TECHNIQUES, AND MATERIALS RESULTING FROM LOCAL AND STATEWIDE CAREER EDUCATION EFFORTS TO THE REGIONAL EDUCATIONAL MEDIA CENTERS.

Establishing a state clearinghouse for dissemination of materials resulting from career education efforts would require additional staffing. Relative priority of this activity would have to be determined in terms of total staff needs in career education and regional media center operations.

3. THE IOWA EDUCATION BROADCASTING NETWORK BE INVOLVED, AT AN EARLY DATE, IN THE EXEMPLARY PROJECTS, SO THAT RESOURCES OF THAT SERVICE AGENCY CAN BE UTILIZED TO ENHANCE CAREER ORIENTATION INSTRUCTION.

The involvement of the Iowa Education Broadcasting Network early in an exemplary project may have potential value. Usually, projects need time for development and experimental use of ideas before preparing them for broadcast. Timing of the involvement of the Network would be important to the promotion of materials, techniques, or methods which have been tested.

4. STATE PLAN FORMAT BE MODIFIED TO REFLECT THE ELEMENTARY-SECONDARY SCHOOL STRUCTURE UNDER WHICH THE MAJORITY OF THE STUDENTS IN THE STATE RECEIVE THEIR INSTRUCTION.

Federal regulations specify State Plan format and content. At the present time federal vocational funds cannot be used below grade 7. Modification of Federal regulations would be necessary to implement this recommendation.

5. THE DATA REPORTING ON THE EFFORTS OF ELEMENTARY-SECONDARY SCHOOLS IN THE STATE BE REFINED, SO THAT THE STATUS OF EXPLORATORY OPPORTUNITIES FOR JUNIOR HIGH SCHOOL GRADE STUDENTS CAN BE IDENTIFIED.

Clarification is needed as to the intent of this recommendation. Objectives and activities identified by the State Plan are only part of the effort to provide exploratory opportunities for students. Definitive data which the Council wishes collected need to be specified.

6. LEGISLATION BE PASSED REQUIRING THAT CAREER ORIENTATION AND EXPLORATION BE IMPLEMENTED IN ALL ELEMENTARY AND JUNIOR HIGH SCHOOL GRADES IN IOWA.

If, as recommended, legislation is passed requiring career orientation (awareness) and exploration in all elementary and junior high school grades, teacher in-service education will be needed to facilitate implementation of the law.

COMMENTS ON SECONDARY SCHOOL RECOMMENDATIONS, PAGE 106

The Council recommends:

1. THE NUMBER OF VOCATIONAL PROGRAMS AVAILABLE FOR SECONDARY STUDENTS SHOULD BE EXPANDED GREATLY. ANY EXPANSION EFFORT SHOULD BE KEYED TO LABOR MARKET NEEDS. HIGHEST PRIORITIES SHOULD BE GIVEN TO THOSE SCHOOL DISTRICTS WITH THE HIGHEST DROP-OUT RATES AND DISTRICTS LOCATED IN COUNTIES EXPERIENCING HIGH YOUTH UNEMPLOYMENT.

It is agreed that secondary vocational offerings should be expanded. Data on labor market needs must be supplemented with data on population characteristics, student interests, and worker mobility patterns. Factors such as the quality of training programs, the extent to which needs are met, and the availability of financial resources are fundamental considerations in planning such expansion.

2. EFFORTS TOWARD CROSS CURRICULAR PLANNING BE EXPANDED TO PROVIDE THAT ACADEMIC INSTRUCTION BE ORIENTED TO THE WORK WORLD.

The State Board of Public Instruction has encouraged cross curricular planning and will continue to support the efforts. This function affects all areas of curriculum including safety education, special needs, and others. When the timing is appropriate, a policy statement may be issued to promote department commitment to the career education concept.

3. THE FOLLOW-UP EFFORT OF VOCATIONAL-TECHNICAL PROGRAM GRADUATES SHOULD BE EXPANDED TO INCLUDE A SURVEY OF STUDENT ATTITUDE ABOUT THE PROGRAM AND EMPLOYER ASSESSMENT OF STUDENT PERFORMANCE. CONSIDERATION SHOULD BE GIVEN TO RELIEVING LOCAL SCHOOL PERSONNEL FROM THE MASSIVE RESPONSIBILITY FOR CONDUCTING THE FOLLOW-UP. POSSIBLY, SOME CENTRALIZED AGENCY COULD COMPLETE THE JOB MORE EFFICIENTLY AND AT LESS COST.

Employer assessment of student performance is a valid recommendation for student follow-up. Local school personnel involvement is necessary in the data retrieval system so that adequate and realistic curriculum revision is undertaken by local school personnel. It is a part of education's responsibility in being accountable to local taxpayers. The personal relationships and mutual knowledge gained between school personnel and employers would deteriorate if an outside agency were given the responsibility for this effort. It would fragment the effort to tie local educators' responsibility to reaching the goal of 100 percent placement of students in jobs or further education.

4. THAT AN INFORMATIONAL PROGRAM BE IMPLEMENTED FOR THOSE INVOLVED IN EDUCATION AND OTHER CITIZENS IN IOWA TO INFORM THEM THAT CAREER EDUCATION IS NOT A NEW NAME FOR VOCATIONAL EDUCATION, BUT IS A WHOLE NEW CONCEPT OF EDUCATION ENCOMPASSING WORK ORIENTATION, JOB EXPLORATION, AND VOCATIONAL EDUCATION.

It is agreed that an informational program should be implemented as recommended. In addition to the facets noted in this recommendation, the career education concept includes development of the individual's self concept and relating this to the world of work. It should be recognized that efforts have been made in this direction through in-service meetings for educators, career education team visits, and presentations to service clubs, local advisory and community development committees. A public relations effort, under Advisory Council and Department of Public Instruction leadership, is underway through radio, TV, and other media.

5. LOCAL SCHOOL ADMINISTRATORS BECOME MEMBERS OF AREA MANPOWER PLANNING BOARDS, AND THAT LABOR MARKET TRENDS BE REVIEWED AT MEETINGS OF AREA COMMITTEES ON IMPROVEMENT OF EDUCATION, SO THAT FUTURE LOCAL SCHOOL PROGRAM DEVELOPMENT MAY BE BASED ON LABOR MARKET NEEDS.

It may be helpful to have local school administrators become members of area manpower boards as recommended. If administrators do not view their role this strongly, there may be a need for in-service assistance and information on how to use manpower data in program planning and management development. Review of labor market trends, training output, student interests, and student follow-up results is recommended for the agenda of area planning committees.

6. THAT LABORATORY EQUIPMENT NEEDS BE IDENTIFIED, SO THAT FUTURE APPROPRIATION REQUESTS CAN BE SUPPORTED WITH BACK-UP INFORMATION.

Needs for instructional equipment for vocational programs should be identified so that future requests for appropriations for equipment rental can be supported with back-up material. Currently, reimbursement to secondary schools is based upon instructor salary and travel. State Law 258.5.

7. THAT THE FUTURE VOCATIONAL PROGRAM REIMBURSEMENT BE BASED ON THE EXCEPTIONAL COST OF THE PROGRAM.

A uniform accounting system will be needed to implement recommendations 6 and 7. It is agreed that a weighted formula could be developed which would take into account the costs of laboratory equipment needs for purposes of reimbursement on the salary portion of program costs. It does not seem advisable to become involved in equipment purchase and inventory until vocational funding is adequate to go beyond a pro-rated reimbursement on salary and travel. Reimbursement on the basis of exceptional costs may be desirable but is not currently feasible because a uniform accounting system must be operational for all secondary school systems. A draft copy of a new uniform financial accounting system for secondary schools has been completed with minor revisions to be made. This will be pilot tested during FY 74 in about ten schools. Tentative plans now call for implementation in all schools in FY 75. Time will be needed to work out difficulties and develop historical data. Therefore, utilization of the system might not be possible until FY 76, 77, or 78.

8. THAT RE-ASSESSMENT BE MADE OF SELECTED CATEGORIES FOR WHICH FUNDS HAVE BEEN EARMARKED BY CONGRESS TO DETERMINE WHETHER THERE IS A CONTINUING NEED FOR THE EARMARKED FUNDS.

Priority emphasis from the national level has given direction where there has been lack of sufficient objective data upon which to base decisions. Periodic reassessment of needs is always appropriate.

9. THAT LEGISLATIVE ACTION BE TAKEN TO REQUIRE THE ESTABLISHMENT OF 110 OR LESS ELEMENTARY-SECONDARY SCHOOL DISTRICTS IN IOWA, SO THAT THE CURRICULAR OFFERING CAN BE MADE MORE COMPREHENSIVE AND THAT IMPLEMENTATION OF THE CAREER EDUCATION CONCEPT BE MADE MANDATORY IN THE LEGISLATION.

The Report to the 1973 Session, Sixty-Fifth General Assembly State of Iowa, prepared by the State Board of Public Instruction, contained a recommendation that the state legislature create a school district organization commission composed of lay leaders and educators, to develop criteria and guidelines for statewide school district reorganization, and to develop a final report to the succeeding General Assembly which would include a recommendation for possible school district structure. The legislature is currently considering the endorsement of career education as a worthwhile concept at all educational levels.

COMMENTS, PAGES 108-180

Under State Plan Projections on page 108 of the Council report, programs conducted under Part B are both preparatory and supplementary as defined in the Career Education Handbook.

No evidence is offered to support the statement, page 179, that state and federal vocational education funds have been committed elsewhere now that area community colleges are able to implement vocational-technical programs.

The apparent imbalance of training efforts and employment opportunities indicated in the State Plan is not conclusive because of the lack of adequate data on labor demand, labor supply, and student needs. When the CENIS project and the Career Education Information System become fully operational, local, and state program planners will have more valid data on which to base their decisions.

COMMENTS ON POSTSECONDARY RECOMMENDATIONS, PAGES 182-183

The Council recommends that:

1. FUTURE STATE PLANS FOR POSTSECONDARY PROGRAMS SHOULD DELINEATE GREATER DETAIL, IDENTIFYING JOB CATEGORIES FOR WHICH NEW PROGRAMS WILL BE IMPLEMENTED.

   Effort is being expended to meet the goal of identifying job categories for which new programs will be implemented.

2. PRIMARY EMPHASIS SHOULD BE GIVEN FOR THE USE OF FORTHCOMING FUNDS TO BROADENING THE VOCATIONAL-TECHNICAL PROGRAM OFFERING IN AREA SCHOOLS WITH LIMITED OFFERINGS. SECONDARY EMPHASIS SHOULD BE GIVEN TO EXPANSION OF PROGRAM OFFERING IN SCHOOLS ALREADY POSSESSING A BROAD OFFERING.

   Regulations concerning the proper utilization of federal funds emphasize target populations rather than programs. Broadening vocational-technical program offerings should be related to manpower and student needs as well as the breadth of offerings. In some cases, consideration should be given to the reduction of current offerings.

3. OPPORTUNITIES FOR RESIDENTS OF THE STATE TO ATTEND ANY AREA SCHOOL IN THE STATE BE CONTINUED.

   Agreement with this recommendation has always existed. This is the current practice of area schools in the state.

4. AREA SCHOOLS THAT HAVE VOIDS IN THEIR PROGRAM OFFERINGS IN THE FIELDS OF DISTRIBUTION, HOME ECONOMICS, HEALTH OCCUPATIONS, AND AGRICULTURE SHOULD IMPLEMENT PROGRAMS IN THESE OCCUPATIONAL FIELDS, KEYED TO

LABOR MARKET NEEDS, TO PROVIDE PROGRAMS FOR STUDENTS WHO HAVE TALENTS AND INTERESTS IN THESE FIELDS OF EMPLOYMENT TRAINING.

Recommendation No. 4 seems to contradict No. 6 and should be related to No. 1 and No. 11 as listed on pages 182 and 183 of the Council Report. Being reasonably sure that employment opportunities exist, that voids in program offerings where there are labor market needs should be filled, and that most efficient cost-quality ratio should be achieved are all desirable in relationship to each other, but not necessarily compatible.

5. AREA SCHOOLS SHOULD PROVIDE STRUCTURED OCCUPATIONAL EXPLORATION OPPORTUNITIES FOR THOSE STUDENTS WHO ARE DOUBTFUL ABOUT CAREER OPPORTUNITIES.

Most area schools have implemented this recommendation or are developing occupational exploration opportunities for students.

6. AREA SCHOOLS EXERCISE CAUTION IN IMPLEMENTING TECHNICAL LEVEL AND HOME ECONOMICS PROGRAMS TO BE REASONABLY SURE EMPLOYMENT OPPORTUNITIES WILL EXIST FOR PROGRAM GRADUATES.

Being reasonably sure employment opportunities exist should apply to all programs and offerings. Data concerning labor demand and supply are considered in reviewing programs in an attempt to follow this recommendation.

7. A STUDY BE IMPLEMENTED TO IDENTIFY METHODS BY WHICH THE PROBLEMS RELATING TO DECLINING POPULATION AND GREATER YOUTH INTEREST IN VOCATIONAL-TECHNICAL EDUCATION BE RESOLVED.

A research study, Population/Enrollment Trends in Iowa and Their Implications for Iowa's Area Schools, is underway. Additional research or exemplary projects may be a possibility to implement this recommendation.

8. INSTRUCTION IN COMMUNICATION SKILLS IN THE AREA SCHOOLS BE RELATED TO THE STUDENT'S COURSE OF VOCATIONAL INSTRUCTION AND SHOULD BE ADJUSTED TO INCLUDE INTERPRETATION OF TECHNICAL ILLUSTRATIONS AND BASIC LEGAL TERMINOLOGY.

There is agreement that if any program is not following this recommendation that the course content needs to be changed to comply with it.

9. FOLLOW-UP EFFORTS BE VASTLY IMPROVED FOR BOTH VOCATIONAL-TECHNICAL STUDENTS AND ARTS AND SCIENCE STUDENTS, AND THAT CONSIDERATION BE GIVEN TO THE ESTABLISHMENT OF A CENTRALIZED AGENCY TO ASSUME RESPONSIBILITY FOR THIS WORK.

The memorandum quoted below indicates the changes that have been made to improve data collection as recommended in item 3, page 106 and item 9, page 183. A similar memorandum is being developed for the area schools that will be consistent with the secondary school data retrieval system in time line commitments but the terminology involved will not be the "Secretary's Annual Report," but the "Annual Report."

Consideration is being given to students enrolled in college career parallel option programs and arts and science programs being involved in this follow-up data retrieval system.

Local school personnel involvement is necessary in the data retrieval system on follow-up status of students in order that adequate and realistic curriculum revision is undertaken. The personal relationships and mutual knowledge gained between school personnel and employers through this data retrieval system would suffer if an outside agency would be given the responsibility for this effort. The memorandum to secondary schools from the Guidance Services Section follows:

> "In the fall of 1967, the Guidance Services Section of the Department of Public Instruction initiated an ongoing effort in data collection on Iowa's public high school students terminating vocational-technical educational programs. These data were collected during the school years 1967 through 1972 on student questionnaire forms issued directly by the Guidance Services Section.
>
> "It is proposed that data on students terminating vocational-technical educational programs during Fiscal 1973 (July 1, 1972-June 30, 1973) will be incorporated into the 'SAR,' Secretary's Annual Report for Fiscal 1974. This proposed move to the SAR will be made for three reasons: (1) To consolidate the local district's reporting effort by eliminating a separate collection system, (2) to achieve data input from 100 percent of the LEA's having an approved career education program, and (3) to combine all follow-up requests for pupil data collection into one retrieval data system that is consistent in 'status dates.' In otherwords, the primary status dates of students terminating vocational-technical educational programs will be the same as requested for the total graduates status presently requested on the SAR.
>
> "Copies of the data collection instrument will be forwarded to the district guidance office in your district's high school. It has been suggested that the guidance office, using this form as a worksheet, complete these surveys and have the data available for your office at the time you complete the SAR."

10. LEGISLATIVE ACTION BE TAKEN TO PROVIDE FOR AREA SCHOOLS TO ACCUMULATE FUNDS BASED ON THE DEPRECIATION RATES OF CAPITAL EQUIPMENT.

Some action has been taken to provide for the accumulation of funds based on the depreciation rates of capital equipment as recommended. A special appropriation for capital outlay based on equipment inventory was sought in the 1973-75 biennial budget request to the legislature. This recommendation was not followed by Governor Ray in his proposal for area schools and career education.

11. AN ASSESSMENT OF AREA SCHOOL VOCATIONAL-TECHNICAL PROGRAMS BE KEYED TO ACHIEVE THE MOST EFFICIENT COST-QUALITY RATIO.

Achieving the most efficient cost-quality ratio is a laudable goal in almost any field of endeavor. Planning-related data are now being gathered through computerized reporting, the Career Education Needs Information System, follow-up studies, and other evaluative efforts. This information will be synthesized with costs data in an attempt to achieve optimum program efficiency and effectiveness.